DOCUMENT RESUME

ED 086 655 SP 007 588

AUTHOR Wolfe, Richard O.
TITLE Simulation: A Performance-Based Program for Supervising Teachers.
PUB DATE [73]
NOTE 6p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Cooperating Teachers; *Inservice Teacher Education; *Performance Criteria; *Simulation; Student Teacher Relationship; Student Teaching; Teacher Programs; *Teacher Supervision

ABSTRACT

The use of simulation as an instructional alternative for in-service training of supervising teachers becomes increasingly more worthy of study. In reference to the student teacher/supervising teacher relationship, research indicates that the development of communication skills, cultural value systems, professional attitudes and self concept are significant elements in its success or failure. By integrating these factors into a developmental sequence, a three dimensional model for determining the various behavioral competencies needed for supervising teachers evolves. This model indicates that it is essential for the beginning student teacher/supervising teacher relationship for the supervisor to indicate through attitude and verbal commitment to the students in the class and the student teacher that the status of the latter is as a partner in the classroom instructional process. Having decided that this behavior is essential to the success of the student teaching experience, one must construct within the simulation the strategies to achieve it and the means to assess behavior at the program's exit point. Upon completion of simulation inservice training, supervising teachers will be able to perform various essential competencies with proficiency but not in an isolated environment. (JA)

FEB 2 2 1973
434

ED 086655

ERIC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Simulation: A Performance-Based Program for Supervising Teachers

by

Richard O. Wolfe*

Simulation is a viable instructional alternative that is available for use in many phases of teacher education.[1] Significant work has been done in the area of pre-service teacher education by

[1] Cruickshank, Donald R. Simulation as an Instructional Alternative in Teacher Preparation. Washington, D.C.: Association of Teacher Educators, 1971.

*Dr. Wolfe is a professor of secondary education on leave from Bloomsburg State College, Bloomsburg, Pa. and is serving as a visiting professor to the School of Education, Gonzaga University, Spokane, Wash.

SP 007 588

FILMED FROM BEST AVAILABLE COPY

Cruickshank[2] in the development of the Teaching Problems Laboratory and the Inner-City Simulation Laboratory. With the current trends toward more involvement by public school faculties in the preparation of teachers, the need for in-service study and training in reference to teacher education becomes more evident. The use of simulation as an instructional alternative for these in-service programs to train supervising teachers becomes increasingly more worthy of design and study.

The first task at hand is to determine the behavioral competencies essential to be a supervising teacher. These may well differ from college to college but based on the multi-dimensional model for simulation presented by Wolfe and Macauley[3] this latitude is readily available in the construction of a simulation strategy. In bridging the gap between the theoretical and practical, an example of a simulation now in development will be used. Referring to the steps used in this development; the paradigm which follows will provide the sequence of the decision-making and designing process:

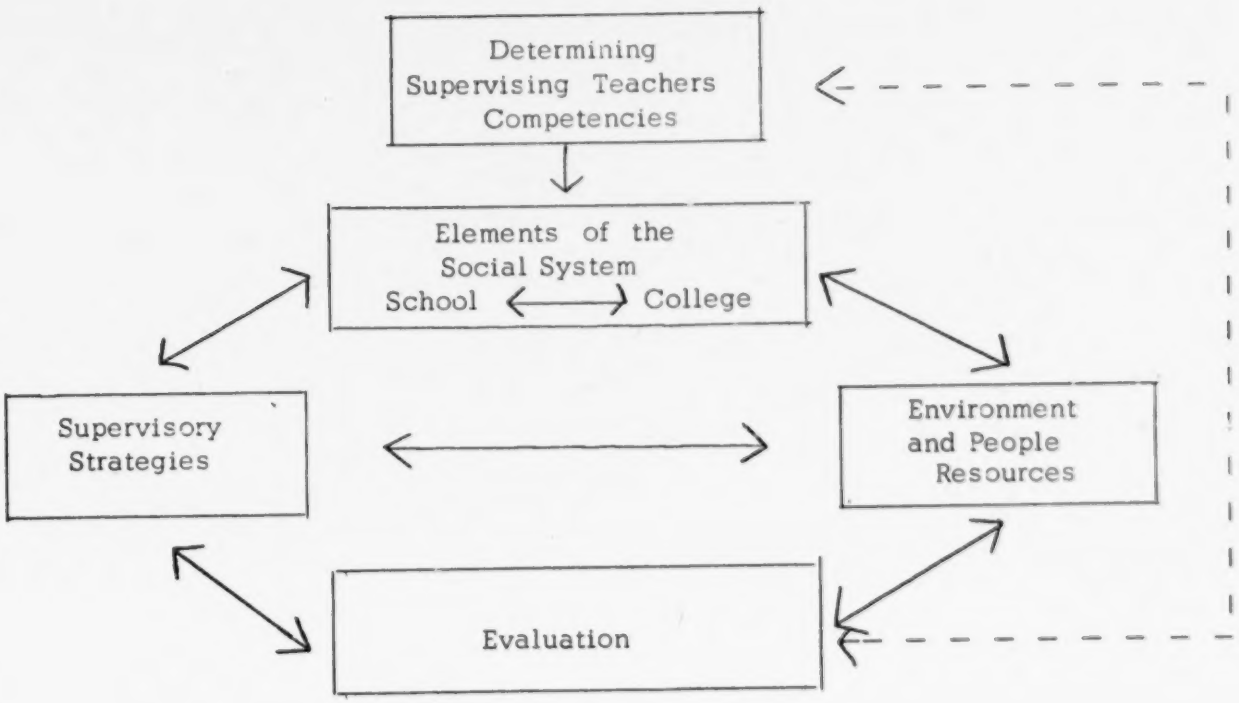
---

[2]See Cruickshank, Donald R. Inner-City Simulation Laboratory. Chicago: Science Research Associates, 1969. and also Cruickshank, Donald, et al. Teaching Problems Laboratory. Chicago: Science Research Associates, 1967.

[3]Wolfe, Richard O. and Howard Macauley. "Simulation: A Multi-Dimensional Approach to Teacher Education." Manuscript submitted to Clearinghouse for publication in Spring, 1973.

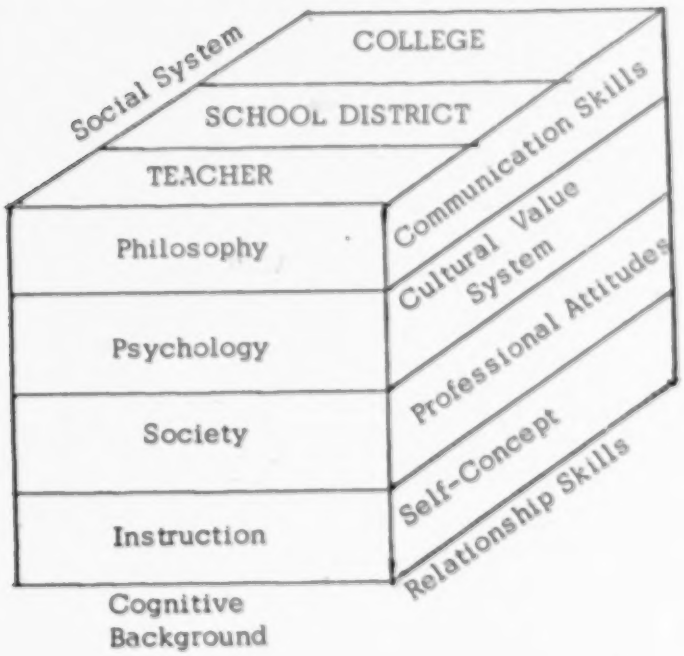
[4]The WOMAC simulation for pre-service teachers has been developed by Wolfe and Macauley while WOMAC for supervising teachers is in developmental stages.

FEB 2 2 1973



In the development of the WOMAC simulation at Bloomsburg State College initially and subsequently at Gonzaga University, it was found through the rank-order method of assessing the opinions of supervising teachers and college supervisors that the four most critical areas in the cognitive background of supervising teachers were the psychological, philosophical, societal, and instructional aspects of education. In reference to the student-teacher/supervising teacher relationship, research indicates that the development of communication skills, cultural value systems, professional attitudes, and self-concept are significant elements to its success or failure. By integrating these

factors into a developmental sequence, a three-dimensional model for the process of determining the various behavioral competencies for supervising teachers evolves.[5]



Multi-dimensional paradigm for decision-making process

In using the paradigm to determine a specific competency, one might conclude the following performance is one of the essential for a beginning relationship between student-teacher and supervising teacher:

---

[5]To transform the theory into practice, the remaining paragraphs of this article will be specific examples on the utilization of the models.

To indicate through attitude and verbal commitment to the students in the class and the student teacher that his/her status is as a partner in the classroom instructional process.

As can be observed, this competency integrates all the dimensions of the model - the cognitive background, relationship skills, and the social system.

Having decided that this competency is essential to the success of the student teaching experience, one must construct within the simulation strategies to achieve this and instruments or processes to assess the behavior at the point of exit from the program.

A series of instructional alternatives are suggested which might be selected to personalize and individualize the simulation. These suggestions would include case studies, rank - order techniques, and critical incidents to be taped and evaluated by group discussions. An example might be:

Please rank the following statements concerning the first day of student teaching in terms of their imporantce to you.

_____ Assist the student-teacher in securing living accommodations.
_____ Prepare a separate location for the student-teacher apart from yours, to keep his/her materials.
_____ Introduce the student teacher as a colleague or partner in the teaching process.
_____ Tell the students that they will be having a practice teacher for the next several weeks so they should be prepared for it.

Based on the responses to the above, have each participant in a role-playing situation react to the following incident and describe how they would handle the reactions.

FEB 2 2 1973

> On the first day of student teaching Ms. Deux, supervising teacher, introduces his/her student teacher, Bill Bord, to the class as a beginner in teaching who doesn't know a great deal about teaching but who will probably be helpful during his stay. Then Ms. Deux asks Bill if he has anything to say about what he will be doing the next few weeks. Bill replies that he doesn't really know and looks as if he doesn't know why he is even here.

As an integral part of the simulation each participant will have background information on both the simulated persons and will play various roles throughout it.

As a means of evaluating the behavior of the supervising teacher after these two experiences, the following would apply:

> Example - Write a five (5) minute introduction which you would use in welcoming a student-teacher to your classroom. Be prepared to justify it and present it in a role-playing situation before video-taping equipment.

Upon the completion of a simulation in-service program, supervising teachers will be able to perform the various essential competencies with proficiency but not in an isolated environment. The performance is integrated into a total social system which is a major justification for the simulation strategy.

As student teaching in most professional teacher education programs is the final opportunity for teaching appraisal over a sustained period of time by one individual, it is crucial that the individual be selected and trained, not only to know the cognitive areas, but also to encourage interpersonal relationships that don't lead to "I would rather do it myself."